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ABSTRACT

The curriculum guides for foreign language and intercultural education programs in United States dependents schools overseas provide instructional ideas designed to promote learning about the language and culture of the host nation. The series, covering kindergarten through eighth grade, was written by host nation teachers, classroom teachers, and curriculum coordinators representing the five regions of dependents schools. At each level, instructional units focus on aspects of the host culture, with host country language instruction objectives included in each unit. A variety of instructional activities are suggested, to be used as desired by teachers. The seventh grade guide contains units geared to understanding the host nation--its geography, environment, economics, food, customs and traditions, holidays, arts and crafts, sports and leisure, educational system, and current events. The guide is illustrated with student art. (MSE)

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DS Manual 2650.7
April 1988

FOREIGN LANGUAGE/ INTERCULTURAL PROGRAM

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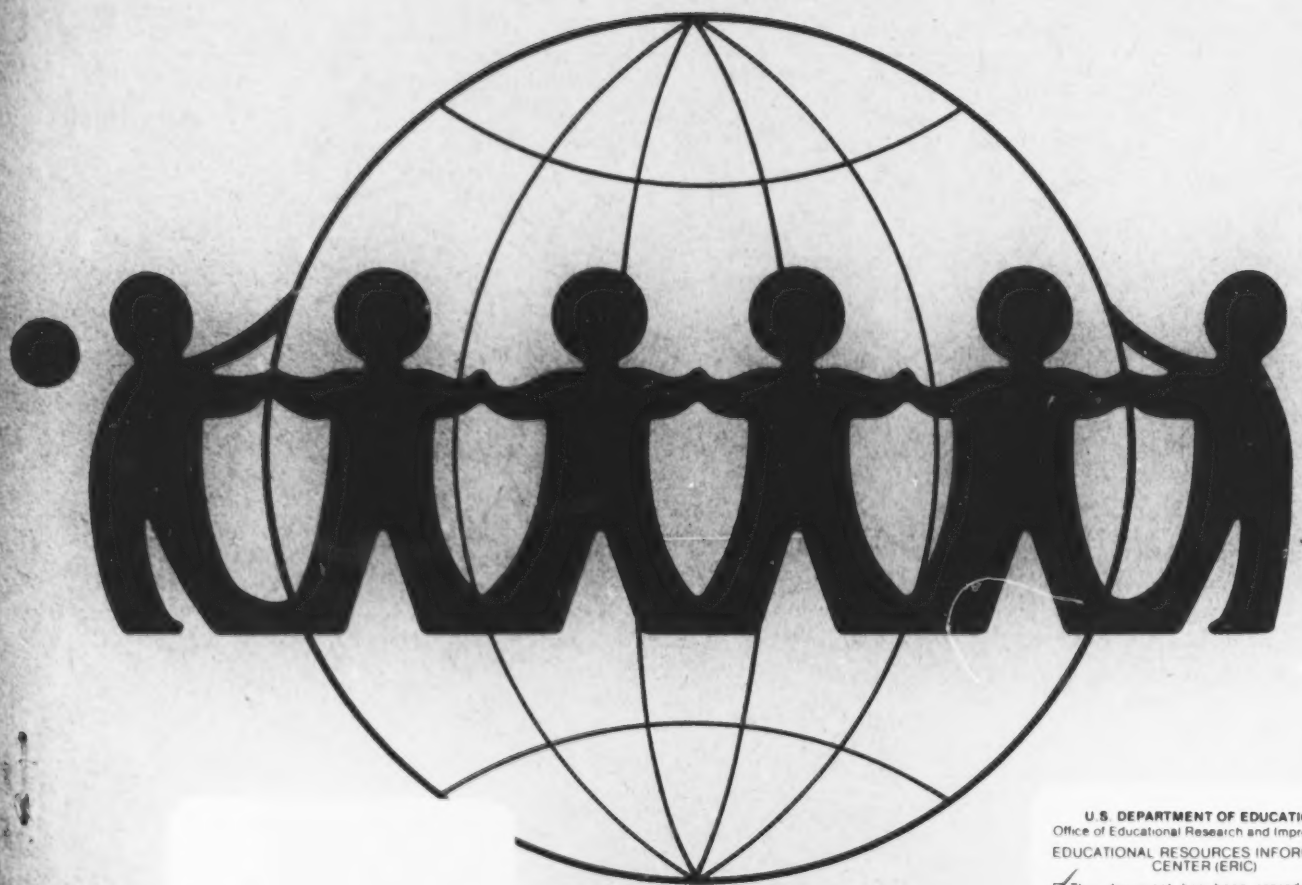

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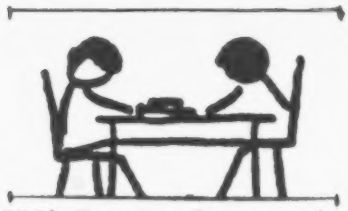
FL 017518

EXPLORING OUR HOST NATION
(Seventh Grade)



PREFACE

The Department of Defense Dependents Schools (DoDDS) Foreign Language/ Intercultural Curriculum Guide has been written by host nation teachers, classroom teachers, and curriculum coordinators representing the five regions of DoDDS. The purpose of the guide is to provide a systemwide structure to a program which is unique to DoDDS and which makes available to students the opportunity to learn about the culture and the language of the people who are their hosts.

The guide has been designed to provide a sequential program of instruction from kindergarten through grade 8; however, the depth to which any program can go depends on the time available and the number of host nation teachers in the school. Host nation language instruction is an essential part of the curriculum; therefore, language objectives are included in every unit. The emphasis placed on the language and/or culture instruction will be determined by the needs of the students, the number of host nation teachers, and the instructional time and materials available. A wide range and number of activities have been suggested so that the teachers can select those which best fit their needs. One might want to consider using an activity from another grade level to better meet the needs of the students.

In order to achieve the objectives and obtain maximum student learning the host nation teacher and the classroom teacher should coordinate their instructional programs to reinforce each other. The educators who have been involved in writing this guide have attempted to design the units, objectives, and activities to make this coordination and cooperative effort a little easier.

Arlyn G. Sweeney, Ed.D.
Chief, Education Division

ACKNOWLEDGEMENT

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V. Customs, traditions, and holidays.. 22

VI. Arts and crafts 25

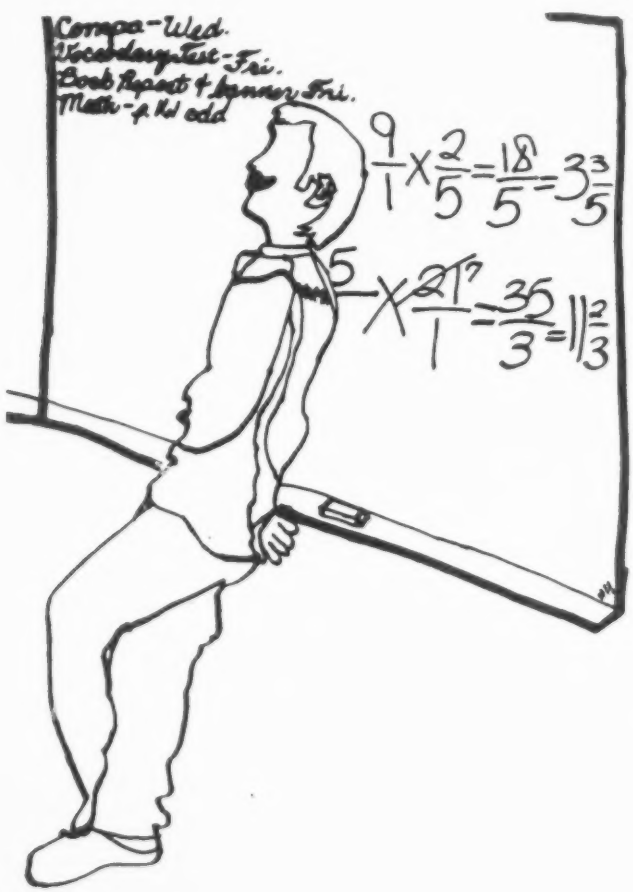
VII. Sports and leisure time 32

VIII. Education 35

IX. Current events 38

Introduction

Since the administrative organization, staffing, and class schedules of schools with grades 7 and 8 are so diversified, it was decided to provide guides for a full year program. "Exploring our Host Nation" is provided for seventh grade and "Living in our Host Nation" for eighth grade. In schools where culture courses are less than 1 year in each of the 2 years, teachers with the approval of the principal will need to select topics which best meet the needs of their students. If foreign language courses are offered to seventh and eighth grade students, the teacher should review these guides for objectives and activities which will provide those students with cultural experiences. If only one culture course can be offered during the 2-year period, the teacher with the approval of the principal should select topics from both guides based on the needs of the students.



Robert Barns
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Understand and Guide the Early Adolescent

Adolescence alone is complicated enough for the 7th and 8th graders. It is important for the host nation teacher to accept this fact and to understand the various stages of development when guiding the adolescent in new areas of learning.

Those students not yet maturing seem to have endless energy, while those who are maturing have periods of restlessness and fatigue. Because of their uneven growth, they may appear awkward and without much control. They are also very self conscious about their body changes at this time.

The 7th and 8th graders need to know that what is happening to them is okay, but their responses to adult assistance are often guarded. They prefer to seek acceptance by age mates and peer groups. An opinion expressed by a peer is often of much greater value to them than one given by an adult, unless they have developed a deep sense of trust in that adult.

Those who are maturing are discovering the opposite sex. This discovery may take a lot of attention away from the ongoing classroom instruction.

They are very social and fad conscious. The latest hit charts in music and other contemporary topics hold their interest. The latest hair styles, magazines like Seventeen, information on drugs, and boy-girl relationships rate high on their list of priorities.

Girls are about 2 years ahead of the boys, so host nation teachers need to keep this in mind when planning projects, varying their programs to meet the different maturity levels. Regardless of their maturity levels, all are searching for idols and ideals, and trying to "find themselves."

The host nation teacher may find the early adolescent eager to criticize, but when time has passed and trust is developed between teacher and student, their mood swings can become very cooperative. A teacher with a good sense of humor and a feeling of honest warm affection can become on important influence on their lives. They relate much better to teachers than to their parents at this level. Nagging and scolding and talking down to them is an immediate turn-off.

Because of the DoDDS association with the military, some adolescents develop a keen interest in past wars and military strategies for research projects. These early adolescent years are extremely difficult for the DoDDS student when its important to have established friendships. Moving around so much, it often uproots them at a very crucial time in their lives. If the host nation teachers are aware of these problems, they can help to provide the buffer that is needed in helping them establish new friendships during partner and team projects.

These students may put on airs that they "know it all," when deep down they may be feeling very insecure and need an understanding adult (outside of the home) to give them the necessary support. Contributing factors for their uncertainty are the changes in U.S. culture, such as the feminist movement, cohabitation as an alternative to marriage, broken families, and drugs.

Having the right attitude while facing these sometimes difficult students, the host nation teacher may find that with motivating activities teaching 7th and 8th graders can be a delightful challenge.

Jenkins, Gladys G, et.al., These Are Your Children (New York: Scott, Foresman & Company, 1953)

Every Student should

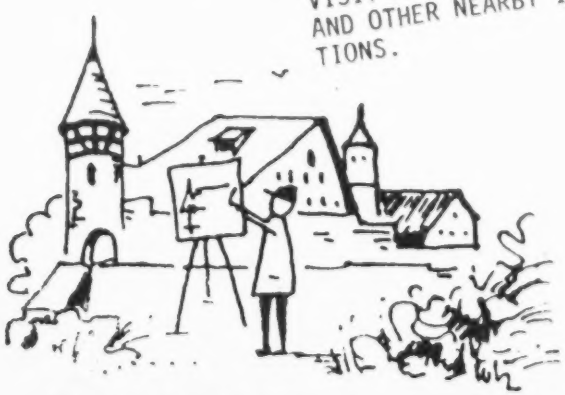
EAT A MEAL IN A TYPICAL HOST NATION RESTAURANT.

PARTICIPATE IN A LOCAL COMMUNITY FESTIVAL OR OTHER UNIQUE HOST NATION CELEBRATION.

RIDE A LOCAL BUS, TRAIN, OR STREETCAR.

PURCHASE AN INEXPENSIVE ITEM AT A HOST NATION STORE OR MARKET.

VISIT MUSEUMS, GALLERIES, AND OTHER NEARBY INSTITUTIONS.



ATTEND A PLAY, OPERA, CONCERT OR OTHER LOCAL PERFORMANCE.

SHARE A COMMON ACTIVITY WITH HOST NATION STUDENTS IN SPORTS, MUSIC, ART, ON JOINT STUDY TRIPS, AT A YOUTH HOSTEL, DURING A HIKE OR OTHER PARTNER ACTIVITIES.

TOPICS:

I. Geography
   A. Host nation country
   B. Geographic features of the host nation
      1. Land forms
         a. Mountains
         b. Plains

      2. Water forms
         a. Lakes - natural and man made
         b. Rivers
         c. Canals - man made

      3. Climate

      4. Population distributions
         a. Urban
            (1) Cities
            (2) Towns
         b. Rural
            (1) Villages
            (2) Isolated areas

DEAN MAGUADOG
Age 10
Pastel and Marker Drawing
Arnn Elementary School
Japan

Dean Maguadag
Arnn Elementary School
Japan

OBJECTIVES

- Locate the host nation country on a world map.
- Identify the geographical features of the host nation.
- List climate and vegetation zones.
- Explain how the climatic and vegetation zones are interrelated.
- Explain how geographic features affect host nation economy.
- Compare host nation latitude and longitude to those of the United States.
- Explain the affect of climate and seasons in the life style of people of the host nation.
- Outline the population distribution of the host nation.
- Identify the ethnic groups in the host nation.
- Identify the various dialects in the host nation.
- Describe host nation migratory patterns.
- Name geographic terms in the host nation language.
- Use bilingual dictionary.
- Practice the host nation language with native speakers.
- Perform individual responsibility for success of an intercultural encounter.
- Interpret simple phrases and sentences in host nation language.

ACTIVITIES:

1. Location of the Host Nation Country. Provide students with a world map and ask them to determine how far the country is located in miles/km from New York or San Francisco. On what line of latitude and longitude is the country located? Which familiar American town is located on the same line? In which hemisphere is the country located? N-S-E-W.

Using different kinds of AV-media, slides, filmstrips, films, or video examine the geographical features of the host nation. Bring different kinds of host nation maps and display them in class. Have students make their own map of the host nation identifying by color the mountains, rivers, lakes, plains.

2. Boundary Lines: In connection with the investigation of key periods in the host nation history, the class can prepare simple maps showing how the present host nation appeared during earlier periods. What other kingdoms or countries bordered the host nation? What were the most important cities? Were different names used for various cities, lakes, rivers, mountains, and other land and water forms?

3. See Your Travel Agent: Imagine that your class is a host nation travel agency for the school. The task will be to gather information on various host nation regions, stressing the physical and cultural characteristics of each. Explain how the people in each region have adapted to their environment. This project will require considerable time to complete.

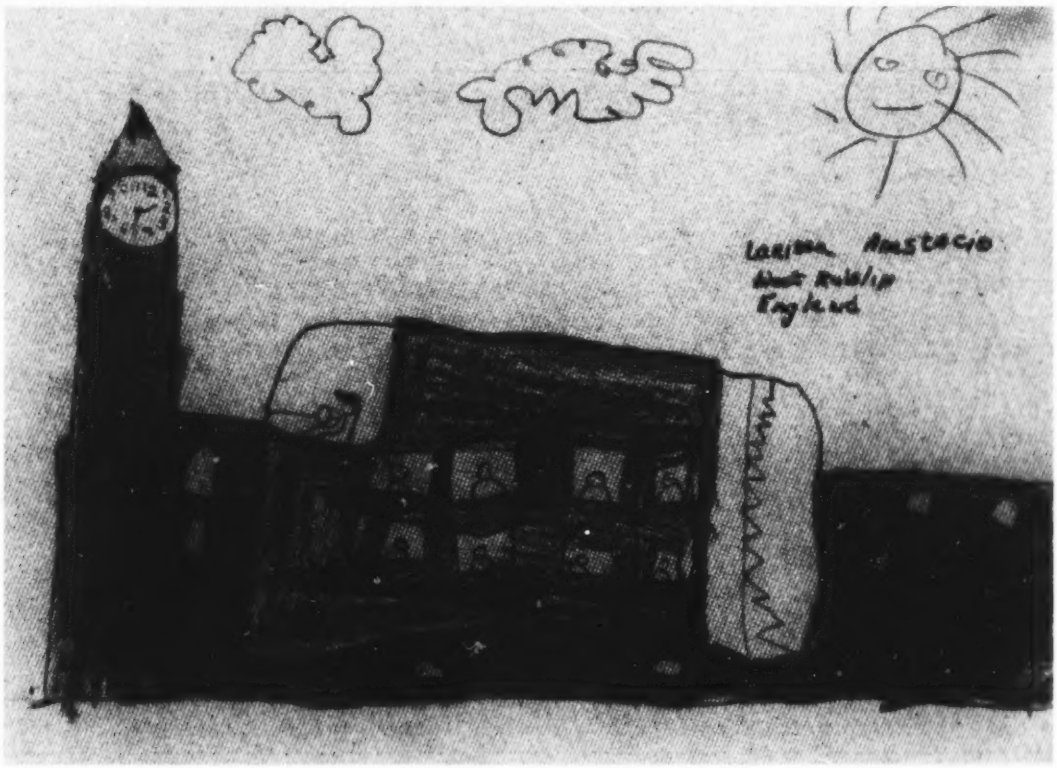
a. Divide the class into several committees. Each can concentrate on one specific host nation region, gathering data on all aspects of life within the assigned region: folklore, art, customs, festivals, climate, physical characteristics, historic sites, important cities, vegetation, regional foods, etc. Local and regional travel offices, railways, and airlines can be contacted to obtain posters, brochures, postcards, artifacts and other data.

b. After each group has thoroughly investigated its region, and assembled various materials, the members may begin an advertising campaign to attract "tourists" to their region. This should include preparation of a display of the materials gathered, such as, photos, maps, illustrations from magazines and brochures, posters, postcards, some typical souvenirs, land craft, musical instruments, costumes, dolls, etc. Host nation terms and language should be used as much as possible.

c. After each group has prepared its display, presentation may be planned by each regional "tourist agency." The presentation, "Tips for the Tourist," might include popular recreational offerings, food specialties, famous landmarks and natural wonders, important festivals, and folklore. Weather information such as, temperature, rainfall, snow, and any local patterns like fog, storms, wind, white out, and typhoons can be included. The presentation might also include tips on how to get there, how long it takes, direction to travel, the kinds of clothes, and how much host nation money to take. Additional approaches might include a slide presentation, folkdances, songs, and examples of traditional costumes, foods, local products, local sports, etc.

d. Following the group presentations students may seek "customers" in other classes and present their programs, "Tips for the Tourist." If appropriate, invite parents and interested U.S. and host nation community members. This would provide a good opportunity to demonstrate how much of the host nation language the students have learned.

e. If possible, the class might plan to take a trip to one of the nearby cities or regions promoted by one of the groups' campaigns. The information already gathered and presented could be used to plan the trip.



4. Host Nation Regional Map Puzzle: Working with the regional maps of the host nation, students can become more familiar with the region's physical and economic features. If possible, obtain several free maps of the host nation region. Have the students cut each map into a jigsaw puzzle and put the parts in an envelope and have them put the maps together again either as a free time activity or as a competition between groups in the class. Prepare a grid of host nation country climate zones. Have students draw in vegetation zones. Write to the local chamber of commerce and obtain information regarding local factories and industries. Students may work in groups or as a whole class to write the letter in the host nation language. Plan study trips to nearby factories and industries.

5. Geographic Terms and Place Vocabulary Game: Divide the class into three or four teams. Place the names of selected "geographic terms" and "place vocabulary" in a box or hat. Have each student draw out a term and after consulting with the people on his/her team say the geographic term in the host nation language and identify the place on the host nation map. Award points to the team for each correct answer.

6. Host Nation Magazines Cut out Project: Collect and bring popular host nation magazines to school. Students can be divided into teams according to different categories such as clothing and sport. Students can cut out pictures from the magazines and mount them on construction paper according to the selected categories. The date of the magazines should be written on the back of each mounted picture. At the end of the school year students can present a report of their findings about the seasons in the host nation, and how the seasons affect the life style of people. The host nation terms for seasons, clothing, and sports should be used.

7. Population Distribution Activity: If possible, plan study trips to a host nation town, a nearby host nation village, or an isolated farm. Compare findings about the similarities and differences in these types of areas.

a. Do research to determine the population of the host nation community and compare it to the American population in that community. Determine the percent of the total that the Americans represent. Discuss the impact, social and economic, that the American population has had on the community. Can any change in the host nation language be attributed to the American population?

b. Discuss the factors that determine whether a community is called a city, a town, or a village. Learn the host nation words for these terms. Compare the factors which determine whether a host nation community is a city, town, or village to the factor used in the United States. Why are the cities, towns, and villages located where they are? What has caused some cities to grow while others have not? Has the local community increased or decreased in population in recent years? Why?

c. If there is an isolated area such as a small village in the region, a study could be made to determine what the people do? Why do they live in this area? What do they do for a living? Discuss the advantages and disadvantages of living in an isolated area. Where do children go to school? How do they get to school?

8. Postcards Incorporated: Obtain 5"x8" index cards from the school supply room. These can be used to produce host nation "postcards" to be mailed to relatives and friends in the United States. List important features about the geography of the host nation country or town. Use the host nation language wherever possible. Students should prepare their own postcards using one side of the index card for a colorful drawing. The reverse side should be used for a brief message on the left half and for the address on the right half. Postcards could be written to American students in the United States to request information about the region/town where they are located or written in the host nation language and sent to students in a host nation school.

9. Stamp Designers: Imagine that you were asked by the host nation government to design a series of postage stamps dealing with natural wonders or agricultural products which support the economy of the country or region. Using standard size writing paper to provide an enlargable "blow-up" effect, students may design their own stamps, individually or as members of a team assigned to produce a series of stamps on a special theme. The stamps should be as colorful as possible and show their value in host nation currency.

10. From Farm to Farm: Obtain large maps of the host nation region and country which show physical characteristics of the area. Look for contrasting areas: flat, dry lands, rolling country, mountain areas, high plateau and investigate the following:

a. Which area or areas produce milk and other diary products?
b. Which produce meat?
c. Which produce grains for cereal and bread?
d. Which produce fruit?
e. Which produce vegetables?
f. Find ways of improving the environment to obtain better production; i.e., terracing.
g. Prepare class-made maps which illustrate with small pictures types of produce grown and their location in the host nation.
h. Plan a study trip to a large modern farm to analyze various processes.
i. If possible, contrast this with a visit to a smaller, more traditional farm.
j. Compare methods used by host nation farmers with those used in the United States. There may be films available in regional film libraries. Plan a trip to an agricultural fair to observe the latest in farming equipment or investigate the possibility of placing interested students on a farm for a day or for a weekend.

11. E PLURIBUS UNUM: Ask students if they have noticed the phrase "E Pluribus Unum" on American coins and bills? See if they can find it. Find out what it means ("out of many--one"). The implication is that people from many different countries settled in what is now called the United States of America. Students could explore the following:
a. What impact have members of the host nation who immigrated to the United States had upon the American culture? Were there any members of the local host nation community who emigrated to the United States? What caused them to leave? What foods, customs, folklore, names, words, music, art, literature, and other contributions did they make to the U.S. culture?
b. Which ones were most famous?
c. Were there periods in history when many host nation people emigrated? Did people from other countries emigrate to the United States at those times?
d. The same inquiry can be made in a study of immigration to the host nation country from other countries.
e. Another study can be made of the migration of people within the host nation. How has it affected the culture of the local community? Has there been an affect on the language, such as dialect?

12. Geography Bingo: Bingo enjoys widespread popularity among young and old. Try this simple adaptation of the regular game either for small groups at interest centers or as a total group activity. Students themselves decide on a list of ten or more names to put in each of five different categories. Then using tagboard, they make separate bingo cards placing a different mix of names on each one. Play the game using normal rules and the host nation language. Suggested categories can be mountains, rivers, glaciers, seas, lakes, cities, agricultural products. Use host nation terms whenever possible.

13. Temperature and Weather Graph: Keep a daily record of the temperature and weather. Prepare a simple graph which illustrates the weather during the year or during different seasons.

14. Discovering on Your Own Three Host Nation Cities: Based on personal experience or research, list three host nation cities giving their location, art treasures, and major sources of income. Have students write a letter in the host nation language to host nation tourist offices requesting material about the various cities.

15. Visit a Host Nation Farm Project: Arrange for a study trip to a farm and have students investigate the following:

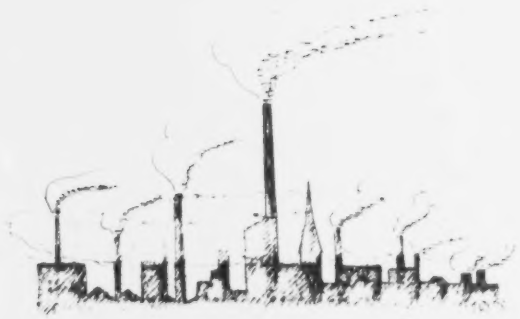
a. Does the farmer own the land?
b. How big is the farm?

c. What types of crops are grown in a year?
d. Which is the busiest time of the year?
e. How many workers are involved? Is it the same number all year long?
f. How does weather affect production?
g. Does the government help?
h. What are the buildings on the farm and what are they used for?
i. What is a day on a farm like?
j. What animals are raised on the farm?
k. From whom are supplies purchased?
l. To whom are products sold?
m. What is the average income of farmers?
n. Which products are used in the farm?
o. What type of machinery is used?
p. Draw a plan of the farm.

16. T-Shirt Activity: Obtain crayola permanent press crayons from the United States or purchase locally. Have students bring to school a clean white ironed t-shirt. Have students sketch on white typing paper highlights of a city they want to advertise and color with permanent press crayons. Place colored picture against the t-shirt and press over it evenly with an iron.

TOPICS:

II. Environment
- A. Plants
- B. Animals
- C. Ecology
  1. Pollution
     - a. Air
     - b. Water
     - c. Noise
  2. Waste
  3. Erosion



OBJECTIVES:

- o Identify common plant life in the host nation community.
- o Name the animals native to the host nation.
- o Assist in planning a study trip to a host nation site.
- o Identify the host nation terminology for a selected topic.
- o Explain how humans have modified their environment.
- o Choose to participate in an environmental improvement program.
- o Identify the ecological problems of the host nation.
- o Describe the advantages of learning more than one language for personal growth.
- o Follow directions given in the host nation language.
- o Read simple selections from appropriate publications.

ACTIVITIES:

1. Native Plant: Identify the plants that are native to the local community, the region, and nation; include plants from the past and present. Have students research whether any of the plants have any value as medication, food, or seasoning and make reports of the uses. Are any plants in danger of extinction? Have any plants become extinct in the past? Why have they become extinct or why are they in danger of becoming extinct? Learn names of the plants in the host nation language. An activity in which students make leaf prints of the various plants they have studies can be included.

2. Birds, Animals and Fish: Identify the birds, animals, and/or fish which are native to the region. Learn the host nation language names for these. Were there any birds, animals, or fish native to the area in the past which no longer exist in the area? Are any in danger of extinction? Why? What is being done to the life of these native inhabitants?

3. Pollution Investigation: Encourage students to research evidence of pollution in the American and host nation communities:

a. Checks for smog and industrial wastes in the air could be made. Check for unpleasant odors, exhaust from traffic, and damage to building facades, statues, plants, and trees, etc.

b. Visit a nearby lake, river, stream, or sea, and test the water for pollution. Check on plant and animal life and the water color. Examine the shore. If pollution is evident investigate the causes and check to see if a solution is being sought.

c. Check for evidence of improper, thoughtless garbage disposal and unauthorized disposal. Trace your garbage from the trashcan to the garbage disposal plant. What happens at the plant? Are the wastes recycled?

d. Check on noise levels and types and frequency of traffic, machinery, planes, helicopters, trains, etc. Chart your findings.

e. Students could organize a visit to a sanitation agency such as sewage disposal plant, garbage disposal plant, and landfill areas.

4. An Investigation of Land Use: Select an area in the host nation community which contains a variety of examples of how land is used in an urban setting. The class should walk through the area to investigate and note the uses. Using a prepared outlined map of the area and equipped with a set of colored pencils, the students block in various sections of the map with coded colors to indicate the type of land usage observed. Some areas may be residential, commercial, industrial, or recreational areas.

Where possible, class committees could follow the same procedure in different sections of the city, so that the maps displayed together can provide a composite picture of the land usage in the host nation city. Does the data show that the land is properly or improperly used? Are there enough public parks and playgrounds? Which part seems to be the oldest? Is there any evidence of why the original settlers came? Which area is most attractive? Which area is in need of modification? Consider the ways to rebuild that section. Introduce host nation terminology and have students use and practice host nation language sentences as much as possible during these activities.

5. Changing the Land Value: Students might plan how they could modify an empty lot or an area around the school. They could prepare a drawing of the area as it would look after the modification, and make a list of materials needed for the modification including the cost. Students might use the bilingual dictionary to make the list of supplies. They can estimate the cost in host nation currency. They could plant flowers and trees and build benches or sculptures with local host nation supplies. This could be a joint project, with a partner school, so students could practice basic sentences communicating with host nation students.

6. Soil Erosion: If there is an area near the school where soil erosion due to water or wind is evident, have students study the result of the erosion and suggest ways of halting further erosion. They might suggest plans to rebuild the area to make it more usable.

If a host nation soil conservation project office or resource person is available, have students plan a study trip or request an interview to determine what the host nation is doing to conserve the soil. Students should use the host nation language as much as possible in communicating with host nation persons. Video tapes, slides, and cassette tapes might be used during the study trip or interviews. Taped interviews might be conducted by bilingual students and the tapes could be reviewed with whole class.

7. Solid Waste: Through research, interviews, and study trips study the disposal of solid wastes in the host nation community. Students might use the following as guidelines:

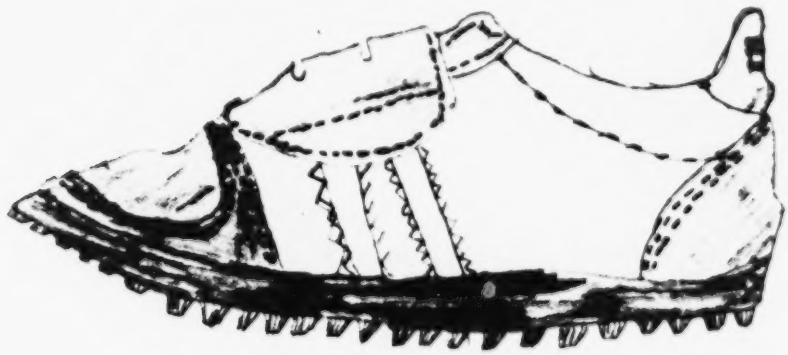
a. What are the provisions for disposal of solid waste (garbage, trash, rubbish) in the community?
b. Is there any recycling?
c. Does the community operate a site for disposal of trash?
    (1) Open dump?
    (2) Incinerator?
    (3) Sanitary landfill?
d. Are there any apparent problems associated with trash disposal sites?
    (1) Odor?
    (2) Insects or rodents?
    (3) Relation of the site to the community as a whole?
    (4) Visual impact?
    (5) Nearness of the site to bodies of water and related problems of runoff and presence of trash in the water near the site?
    (6) Ground water contamination?
    (7) Other problems?
e. What can be done to alleviate the above problems?
f. Is there any evidence of indiscriminate dumping of trash?
g. How long can your community rely on the present disposal site?
h. What future plans in solid waste management are being considered by your community?
i. What will the land be used for after the disposal site has been completely filled?
j. What surprised you about the conditions you viewed during the activity?

TOPICS:

III. Economics
- A. Natural resources
- B. Industry
  - 1. Factories
  - 2. Mines
  - 3. Business
  - 4. Agriculture
- C. Human resources

OBJECTIVES

- o Identify the natural resources of the host nation.
- o Name the host nation terminology for selected topics.
- o Use basic sentence patterns in the host nation language.
- o Describe the products of the host nation.
- o Recognize how supply and demand affect the host nation economy.
- o Describe how geographic features affect economic activity.
- o Give examples of how national and international businesses have affected the host nation economic system.
- o Demonstrate a positive attitude toward people of the host nation.
- o Identify conditions in which host nation workers perform their jobs.
- o Describe host nation advertising techniques.
- o Explain how currency rate exchanges affect host nation and American consumers.
- o Compare host nation agriculture to agriculture in the United States.
- o List facts about host nation job opportunities.
- o Describe the advantages of learning more than one language for personal growth.
- o Produce selected pieces of creative art to support the various topics.



Christopher Allen
Shirley Lanham Elementary School
Japan

ACTIVITIES:

1. Material Resources: Give students an outlined map of the host nation. Label the various industrial, agricultural, and natural resource areas of the country.

2. Analysis of a Local Natural Resource: Discuss the kinds of natural resources students have observed in the host nation area such as rivers, lakes, iron ore, marble, silver, coal, oil, salt, granite, natural gas, forests, animal life, etc.? Select one or two of the resources and gather data about them. Plan a visit to the site where the resource is located and any associated plants or factories which process the resource into a product; e.g., from ore mine to steel mill, forest to sawmill or papermill, oil well to refinery, etc. Divide the class into groups. Each group should have a data collection task. Some could interview workers and others make sketches, take photographs, etc.

3. Leaves Forever: For this activity stamps and pads, ink in assorted colors, and construction paper will be needed. The class could make a display using the following procedures:

   a. Gather green leaves from different types of trees.
   b. Firmly press a leaf, veins side down on stamp pad.
   c. Carefully remove the leaf from the ink pad and transfer it, ink side down on paper.
   d. Press the leaf firmly on paper and carefully remove.
   e. Repeat several times with the same leaf. Different leaves may be used to create a design or pattern.
   f. Mount or frame the design on contrasting paper.

The same process can be done using carbon paper. Place carbon paper on the leaf, cover with sheet of newspaper and iron. Then place the leaf with the black side on paper, cover it with newspaper and iron.

4. Conserving Resources: In connection with the class investigation of local natural resources, plan a visit to an agency which has as its purpose conservation of resources such as water treatment or processing plant, reservoirs and wells, forestry service, or fish hatchery. Find out what processes take place, the types of jobs to be done, the special equipment and skills required, the number of workers, etc.

5. An Overview of the Host Nation Economic System: Examine the host nation economic system. How did it develop? Is it largely industrial or agricultural? Is it a traditional, developing, or mature economy? Is it a market or command economy? Are there sufficient natural and human resources? What goods and services seem to be in heavy demand and which seem to be over supplied?

Is the host nation a member or associate member of an international economic union; e.g., the European Common Market? What is the purpose of the union? What are the advantages and disadvantages of belonging to it? How does the host nation contribute to and interact with the union? If possible, visit an industrial or farm site which produces goods for export.

6. Shopping Area Survey: Select a busy shopping area in the host nation community which has a variety of stores and shops. Divide the students into groups with each group being assigned to a different block section of the shopping area. They could sketch and photograph the area, and gather data on the following:

a. How many shops are there?

b. How many different kinds of shops are there (clothing, shoes, sporting goods, music shop, department store, restaurant, optical shop, photo shop, bookstore, drug store, rug store, etc.)?

c. How many of each kind of shops were recorded (two clothing stores, one bookstore, one department store, two shoe stores, etc.)?

d. What stores were especially popular?

e. What products seemed to be selling very well in some of the stores?

f. Were there any U.S. products?

g. What kinds of stores would be hard to find in America?

h. Were there products which had never been seen before?

Discuss and compare all the group findings, including slides and sketches. The class could make a large mural illustrating the shopping area. The mural should include signs and advertising in the host nation language.

7. Import/Export: Where possible, plan a visit to an international trade fair or product exhibit. What types of products are produced within the host nation and what must be imported? Can a country such as the United States or the host nation live completely independent of other countries? Why or why not? If the host nation tried to live without trade, what changes would there be in the present way of life? Begin by describing the changes in the family, the local community, and the nation. What are the most important products which the host nation imports and exports such as foods, appliances, coals, oil, automobiles, and other mass produced goods? What countries does it trade with? Which products are traded?

8. Local Agricultural Products: Students should make a list of vegetables, fruits, plants, flowers, etc. that they see in their local community. These items should then be compared to those found in their home State.

9. Visit a Local Farm or Open Market: Compare prices in the open market, supermarket, and the store around the corner. Chart the findings. If possible, begin a small class garden to help student determines cost of production.

10. Vegetables: Identify ways of growing vegetables or other local produce. Compare their locally grown products with those grown in the United States. Arrange for students to visit fields and work with the farmer using the tools harvesting.

Students might do a slide show to illustrate the growing of vegetables to other classes. They could make a booklet showing the story step by step. A recipe section could be added to the booklet after interviewing cooks at restaurants.

11. Local Industry: Gather a sampling of products which are processed or manufactured locally. Assistance might be obtained from the local Chamber of Commerce. What kinds of factories are there in or near the host nation community? Are there handicraft industries such as cabinet-making, pottery, hand-made shoes, clocks, clothes, leather goods, beer or wine barrels, etc?

Select one or more producers and analyze the final products from its beginning. If the raw materials such as wood, vegetables, wool, marble, grapes, clay, etc. are available locally, the class could go to the source to observe the preparation of the raw material and determine the cost. They could interview the owner, manager, and workers. The class could estimate the cost of production from the data they collected and compare it with the price charged at the local store.

12. Wine Production: Many countries produce alcoholic and nonalcoholic beverages which are popular with the local population. Since wine is produced in many countries, the wine production activity can be done in many schools; however, production of other beverages could be substituted.

a. Show the students a bottle of wine and explain that it is produced by a local wine cooperative. The class might plan to visit a vineyard, a wine producing plant, and a wine store.

b. Plan to take the class to a grape harvest and divide then into groups. Have one group participate in the harvesting, another group taking pictures, and a bilingual group interviewing the owner and the workers. A tape recorder could be used to record the interviews.

(1) Ask the owner if he/she owns the land, how long did the family own it, or lease it? How much land is used? How many grapes are produced a year? Which is the busiest time of the year? How many workers are needed? Is the number the same all year long? How does weather affect the product? What are the expenses? To whom is the wine sold and why? What makes a vintage year?

(2) Ask the workers how many hours do they work per day? What time do they begin each day? What time do they go home? Where do they eat lunch? How long do they travel to work? How long have they been working at this

job? Are they tired when they go home? What do they do when they go home? Do they have another job?

(3) Plan a visit to the wine processing plant. Divide the class into groups and have one group make a map of the factory and illustrate all the inside machinery; a second group could take pictures; a third group could record all the processes that grapes have to go through to become wine. A group of bilingual children could interview the manager and ask the following questions:

(a) When was this factory built?
(b) How many workers are employed?
(c) What kinds of machinery are used?
(d) How much do the grapes cost?
(e) What is the salary of a typical worker in the factory?
(f) How much does an empty bottle cost? Where does it come from?
(g) How much does a label cost? Who makes the labels?
(h) Which kind of corks are used and why? Where do they come from?
(i) How many bottles of wine are produced in a day?
(j) How many bottles are sold in a day?
(k) How are products shipped and how much does it cost?
(l) Is the product exported? If so, where to?
(m) Is the product taxed by the government?

(4) A study trip to soft drink-producing plants could be planned. Students could study the types of drinks popular with host nation citizens and compare these to the most popular drinks in the United States.

13. Budget Blues: Consider necessary items in planning a budget. Then determine the amount that may be spent on home purchases or home rental. Include food, clothing, utilization, education, medical bills, transportation, recreation, religious donations, insurance, taxes, savings, and salary. Go through the process twice, once for a U.S. family and once for a host nation family.

14. Money Seminar: Gather coins and bills, study the figures, personnages, vocabulary, historical setting, etc. If possible, get a collection covering the history of the currency under study and invite an expert on the matter to visit class.

15. Coiffures Intercultural: Using collage as a basic technique, illustrate various hairstyles and head gear that reflect intercultural differences. Think in terms of texture, color, styles, and adornments.

16. Jobs: Draw up a list of 35-50 different professions. Use host nation names for the jobs. Students may wish to illustrate the list or use photographs. Then make another list matching each profession with the person(s) performing the job, e.g.; medicine: doctor, nurse, medical technologist, etc. You may even wish to break down a particular profession further. For example, doctor: pediatrician, pathologist, radiologist, obstetrician, etc. or scientist: botanist, zoologist, chemist, physicist, etc. Do all this in the host nation language.

17. CWE Club: Have students organize an international Cooperative Work Experience (CWE) club and invite host nation speakers each month to discuss different job opportunities available in the host nation country. Invite representatives from as many different fields as possible.

18. Language Barrier Game: Language is often a barrier among people. Perhaps students can relate some awkward misunderstandings that they have experienced because of inability to speak the host nation or other language while living overseas.

Devise a language barrier game by selecting four different methods of reorganizing the English language and place them in a hat. Have students draw a card from the hat and assume the language on it. Then speaking only what is described on their cards, students should communicate with one another to find others who belongs to their particular language group. When all students have found their particular groups, have them stay together and discuss the experience for a few minutes. Then discuss the experience with the total group by considering:

a. How did they feel about their new language?

b. What was it like trying to find the others in their group? Was there a lot of confusion? Why or why not?

c. How were they treated by members of the other groups? Were they helpful? A hindrance? Explain.

d. How can language barriers be broken? Is it possible to do so without learning the language of the other person or group? Discuss.

TOPICS:

IV. Food
  A. Food products of the host nation
    1. Food industry
  B. Daily diet of the host nation
    1. Traditional meals of host nation
    2. Typical foods of the host nation

OBJECTIVES

- Try food from different cultures.
- Compare the methods of preservation, distribution, and availability of food products in the host nation to those in the United States.
- Interpret the kinds of food habits related to the host nations.
- Compare the daily diet of a host nation student to one's own.
- Prepare a typical dish of the host nation.
- Select meanings of words in the dictionary appropriate to context.
- Describe how seasons affect host nation food habits.
- Identify sight vocabulary from assigned word list.
- Respond to simple questions in the host nation language.
- Choose to read in the host nation language.
- Practice creative writing.
- Answer questions in writing from a familiar text.
- Practice the host nation language with host nation speakers.
- Demonstrate a positive attitude toward people of the host nation.

ACTIVITIES:

1. Food Project: Ask students to cut out and identify host nation food related to breakfast, lunch, dinner, and special holiday meals from host nation magazines and advertisement pamphlets obtained from food factories or food shops. Students whose parents shop in host nation stores could collect food containers, or students may also ask their host nation friends for the containers. Have them make a list in the host nation language of all the food data collected, and categorize the list according to breakfast, lunch, and dinner meals. Ask bilingual students to interview their host nation friends' parents and host nation school staff about recipes for the food products on their food list. The recipes could be written on cards. The recipe card and food containers could be arranged as a host nation food display. Have students prepare a recipe booklet related to the specific area where they live. The booklet might be written in both languages with bilingual students working with the host nation language. The booklets could then be sold in a fund raising activity. The bilingual students could have a special "What's cooking corner" in the school newspaper and submit recipes related to the seasonal products available in the region.

A gourmet cook from a local restaurant could be invited to the class and be interviewed by the students about special dishes he/she prepares. Ask him/her to present a demonstration class of his favorite receipe.

2. Host Nation Typical Dish: Plan to prepare a typical host nation dish in the class. Present information about a particular local food product recipe and list all of the ingredients needed in the host nation language. Divide students into groups to do the shopping, preparing the dish, setting the table in the host nation style, and cleaning after the activity is completed.

Invite other faculty members to observe and evaluate the making and serving of the dish. If possible, the class might make a ceramic dish which includes the recipe. This project should be correlated with the arts and crafts department.

Sarah Stone
Bicester Elementary
England

3. Your Refrigerator Tells a Story: Ask students to open the door of their refrigerator at home and inventory all food inside. They should identify which products are produced in the United States and which are or can be purchased in the host nation. Those students should make a list in the host nation language of all locally purchased products they find. The class should identify where the products came from and how they are used in the daily diet.

4. How Seasons Affect Host Nation Food Habits: Host nation people take pride in cooking vegetables and fruit which are in season. Investigate host nation vegetable stores to see which products are in season. If possible take pictures and keep an ongoing display of these products and include ways of cooking the products. Investigate host nation restaurants' menus to see how they offer seasonal products. Prepare a map and an information letter to parents about these menus and restaurant.

5. Study Trip to a Host Nation Restaurant: Research information about host nation table manners and plan a study trip. Study the menu from a restaurant and decide as a group what to order. Practice ordering in the host nation language in class. Find out the prices of the different items and the total cost of the meal. Practice asking for the bill in host nation language and paying in the host nation currency. Decide how much you should leave for a tip.

6. Host Nation Food Survey: After completing the unit on host nation food, assign some students to make a survey of the class, and/or parents, and/or school staff about favorite host nation foods. Compile findings on a graph to show which is the most popular and best liked host nation food.

7. Host Nation TV Guide: Most host nation countries have cooking programs as a permanent feature on television. Assign selected students to read the host nation TV guide to find out when these programs are scheduled. The students should watch the programs, take notes, and report to the whole class.

8. TV Research Project: Bilingual students and/or selected students can be asked to watch TV advertisements and identify frozen food companies. The class can then write to these companies and request information about food preservation.

9. Student Exchange: Organize a meeting with host nation students to discuss the host nation daily diet. American students should practice vocabulary, simple sentences, and questions to be asked of host nation students. Bilingual students should help during the question/answer session. The findings can be recorded and an article written for the school newspaper.

10. Commissary and Host Nation Supermarket Study Trips: Organize a study trip to the local commissary and host nation supermarket. Prior to the study trip request an appointment to interview the commissary and host nation supermarket managers. At the commissary and supermarket have students record prices and other data about frozen, canned, and packaged products.

Some students can interview the commissary manager to find out what foods come from the United States and which are purchased from the host nation. Bilingual students can interview supermarket managers to find out which foods are imported from other countries and which are locally produced.

11. Regional Food Traveling Guide: Have students prepare a trifold pamphlet about recommended restaurants which can be used when traveling in host nation country. Emphasize restaurants that serve regional dishes. The Michelin guide might be used as a reference.

12. Cooking Scholarships: Inquire in the host nation community about cooking school offerings and work out a scholarship system with the local administration, human ecology department, and community. Students who are going to remain in the school for at least 2 years could be given a scholarship to attend some classes. When they complete the class(es), they can be used as resource persons.

13. Food Festival: Survey your classes to see how many parents could contribute host nation food. Based on the survey, plan a host nation food festival for the school.

14. Food Clay Modeling: Using plaster of Paris or clay, prepare food models of the host nation country.

15. Food Sight Vocabulary: After students have been introduced to host nation food terminology through different media, divide them into groups and assign a food topic and related word list to each group. Each group should develop visual aids to teach about the foods.

16. Table Manners: Manners are different from place to place, just as other cultural traits are different. Investigate and compare host nation and American table manners. Have students role play how to use a knife, fork, spoon, plate, cup, or other utensils. Paper plates, cups and utensils may be used. Students should set the tables in the American way and role play an American dinner scene. Then they should set the tables in the host nation way and role play a host nation dinner scene. The class may discover that certain "good" manners in one culture are "bad" manners in another culture and vice versa.

a. What do you do with your fork after you cut meat?

b. What do you do with your free arm when you are eating?

c. When are you permitted to use your fingers to eat?

d. What other rules do your family follow at the dinner table, e.g., prayers, waiting until everyone is served before beginning, remaining at the table until everyone is finished, requesting more food, eating all the food on the plate, etc?

e. In what ways are these manners similar in both the host nation and United States?

f. In what ways are these manners different?

Montuno de Panamá

TOPICS:

V. Customs, traditions and holidays
   A. Host nation holidays and festivals
      1. Local
      2. Regional
      3. National
   B. Customs/tradition
      1. Local
      2. Regional
      3. National
   C. Special holiday meals

OBJECTIVES:

- Choose to participate in host nation activities during leisure time.
- Present suggestions and ideas for participation in host nation holidays and celebrations.
- Identify the countries where the host nation language is spoken.
- Describe how the host nation celebrates a selected holiday.
- Describe the typical costumes associated with the host nation culture.
- Identify folktales and proverbs of the host nation.
- Choose to speak the host nation language in leisure time activities.
- Relate simple idiomatic expressions.
- Compare current host nation fashions with those in the United States.
- Identify regional folk music styles.
- Prepare a typical host nation handicraft.

ACTIVITIES:

1. Borrowed Words: Have students locate countries, areas, and regions on a world map where the host nation language is spoken. Discuss how host nation words, phrases, expressions become part of the English language and how English words, phrases, expressions become a part of the host nation language.

2. Host Nation Holidays and Festivals: Holidays and festivals are an important part of any culture. They tell us what people of any culture have traditionally valued.

a. Students could prepare a monthly calendar listing holidays and festivals celebrated in the host nation community, region, and nation.

b. Students could prepare a typical host nation handicraft related to host nation holidays and/or festivals.

c. As a class, students might participate in typical host nation festivities, e.g., parades, drama, arts or dance festivals.

3. Host Nation Dress: Design a costume poster to illustrate the way people of the host nation culture and/or countries dress. Use a collage (cloth, paper, etc.) or draw/paint your poster. Posters could be made for the following categories:

a. Defense - military uniforms
b. Folk costumes; e.g., dance, bands, theatrical
c. Holidays
d. Weddings
e. Religious occasions
f. Work uniforms
g. Historical dresses

When the posters are completed individuals or groups could explain their poster and discuss the historical development of the costumes and dress. Following the discussion posters should be labelled in both languages.

Discuss in small groups the historical development of costumes and dresses. Students might visit a museum where costumes could be studied. A historical fashion show enriched by a simple dance or musical performance could be presented to the PTSA to highlight the unit.

4. What's in Fashion? The following activities can be used to study and compare the clothing fashions in the host nation and the United States:

a. Review available current literature to determine today's styles.

b. Discuss styles worn in the host nation and compare with styles worn in the United States.

c. Bring articles, pictures, catalogues to illustrate the latest styles.

d. Prepare their personal host nation fashion catalogue.

e. Plan a fashion show.

5. Publisher, Inc.: Students can publish a monthly host nation magazine for the school, which might include forthcoming host nation holidays and festivals, and interviews with well known local personalities. These magazines could be mailed to the parents.

6. Holiday Food Specialties: Have students list foods that are particular to certain holidays in the host nation country. Then have them describe foods that are traditional in their families and explain why. After a discussion of traditional foods, the following activites might be conducted:

a. Prepare special dishes with the students:

b. Prepare a host nation cookbook.

c. Discuss the special settings for a typical host nation holiday dish.

d. Invite a host nation person who can assist in preparing a holiday dish. The class may want to do this for a PTSA evening.

7. Music: Identify host nation musicians both living and dead. Read parts of their biographies and listen to some of their music. After a discussion about the music and musicians, the following activities might be done:

a. Attend an opera, concert, or other performances.

b. Using instruments and/or music typical for the host nation, have students create their own dance steps and movements.

c. Where appropriate, students can compose or translate foreign language cheers like those in the United States for sports events. They should perform the cheers at their sports events or at host nation sports events.

TOPICS:

VI. Arts and Crafts
  A. Overview of host nation arts and crafts
    1. Buildings
      a. Architectural periods
      b. Architectural styles
    2. Visual arts
      a. Paintings
      b. Sculptures
    3. Performing arts
      a. Music
      b. Theater
        (1) Comedy
        (2) Drama
        (3) Puppetry
      c. Dance
    4. Literature
      a. Classical
      b. Modern
      c. Poetry
      d. Folktales
  B. Crafts
    1. Folk craft
    2. Local handicraft

OBJECTIVES:

- Recognize architectural style and design in host nation buildings.
- Explain host nation arts and crafts projects.
- Demonstrate a process used in producing host nation art.
- Identify contributions made by artists of the host nation.
- Discuss samples of host nation art, music, and literature.
- Build musical instruments using materials from the host nation environment.
- Identify contributions by host nation musicians.
- Identify one's strengths and limitations in using another language.
- Recognize that music crosses language and cultural diversity.
- Choose to attend a host nation theatrical production.
- Identify folktales and proverbs of the host nation.
- Perform a dance of the host nation.
- Demonstrate ability to express oneself in modern dance movements.
- Choose listening activities of one's own interest.
- Read simple selections from appropriate publications.
- Extend reading vocabulary.
- Choose to read in the host nation language.
- Demonstrate a willingness to learn another language.
- Use decoding to identify the printed word.
- Use the bilingual dictionary.
- Read translated host nation literature.
- Explain humor of the host nation cultures.
- Identify a popular cartoon character of the host nation culture.

- o Choose to write in the host nation language.
- o Use various materials and techniques of the host nation to express one's self-creativity.
- o Practice creative writing.
- o Describe the influence of music at patriotic assemblies and athletic events.

ACTIVITIES:

1. Timeline: Students should prepare a timeline of host nation architecture. This could be illustrated with students' perspective drawings, snapshots, postcards, and cut-outs from brochures.

2. Model of a Building: Students should build a model of a typical architectural style found during a certain period of history or within a certain area of the host nation community.

3. Picture Rally: Group students in fours during a study trip, hand-out worksheet with pictures of significant buildings, and have them find the buildings.

4. Bingo: Prepare a "bingo" card with historical dates and have students find the dates on buildings, monuments, cemeteries.

5. Architecture as it Reflects Cultural Differences: Study the houses of a culture unfamiliar to the students and have them compare these dwellings with homes in their own culture. When students are studying and making comparisons, they might consider the following:

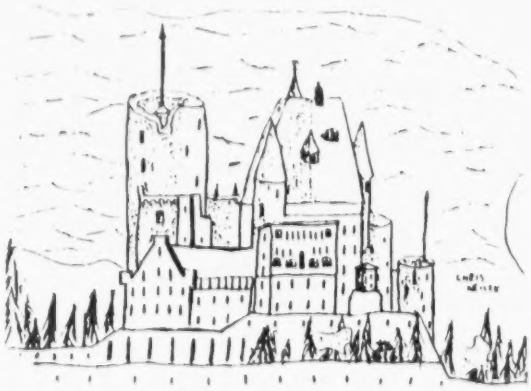
a. Position of rooms. Which room is entered first?
b. Size of rooms. Which rooms are largest, and smallest? Why?
c. Arrangement of living space.
d. Materials used in construction and why?
e. Function of rooms.
f. Exterior space. How is space utilized?
h. Number of floors.

How do these considerations reflect basic differences in the two cultures in terms of climate, temperament, etc.?

Make a blueprint of two houses representing these two cultures, comparing and contrasting them. Label rooms showing functions, materials, etc. Draw the facades of both houses from the front, back, sides, top. Construct a model of the two houses using toothpicks, sugar cubes, balsa wood, or other material.

6. Medieval Sketch: Plan a visit to a walled city. Individually or in small groups, the students could sketch sections of the entire location. Back in school, students may produce a mural and make watercolor paintings of what they saw. Using the vernacular of Middle Age times, students could write a newspaper about everyday life in a medieval town. An additional activity could be to have students study food recipes of the middle ages.

Chris Weiler
Augsburg Elementary
Germany



7. Housing: Research housing trends in the United States and host nation. Have students create bulletin boards which trace the development of housing from caves and tents to modern housing.

Identify and discuss current trends in housing such as mobility of population, increased private ownership, cooperative apartments, popularity of ranch style houses, popularity of mobile homes, prefabrication, housing for the aged, public housing, multiple family dwelling, and model cities. Review the history of dwellings and how structures have changed through improved technology and different use of resources.

Study economic and social conditions which influence housing trends. Analyze ways each trend could affect family and social relationships. Discuss with students the affect of housing conditions on such problems as delinquency, segregation, ill health, lack of cultural opportunities, and aging?

8. Poster Factory: Prepare a poster depicting a castle, cathedral, bridge, or building famous for its beauty, distinctive design, or historical significance. Find photographs and drawings not only of the exterior but also of the interior. Where appropriate, floor plans could be made indicating where a famous event took place or a famous person was born or died. Models may also be designed depicting the interior of a farmhouse, city house, or villa. The date the structure was built should be noted.

9. Artists of the Host Nation: Students should read the story of a host nation artist. They should learn about the various influences of his/her times. After discussion of an artist's personal style(s), student should be able to identify several pieces of art.

10. Art Timeline: Students should prepare a timeline of host nation eras of art. This could be illustrated with personal drawings, snapshots, cut-outs from brochures.

11. Artists at Work: To help students learn more about the work involved when an artist is creating a piece of art, have students reproduce selected host nation art works. They could use various art techniques.

In order to get students to appreciate the enormous physical work artists undergo to paint the cupola of a church or sculpture a monument, students should:

a. Attach a piece of paper under a chair and while lying under the chair attempt to paint a picture.
b. Chisel a sculpture from a suitable rock.
c. Carve a soap sculpture or relief.

12. Folkcrafts: To appreciate the delicacy of host nation folkcrafts, students should produce a typical piece of host nation folk art.

13. National Anthems: National anthems are the official patriotic songs or hymns played at ceremonious occasions or public gatherings. Students should study the background of the history of the host nation national anthem and understand the meaning of the words.

14. Music Message: Music can have a message. Students should work in groups and research the historical background of music of host nation musicians.

15. Do It Yourself Musical Instruments: Students should make their own musical instruments using various materials which could be found in the host nation. Some large sea shells can be blown like a trumpet and triangles can be constructed from metal wire such as coat hangers. Rhythm plates can be made by fastening two paper plates together, face to face with tape, leaving about a 2-inch opening. Partially fill the plates with rice, dried stick, beans, etc. Insert tongue depresser for a handle and bind secure with tape. A balloon rattle can be made by putting sand, rice, or beans in an uninflated balloon and then partially inflating the balloon.

16. Puppets: Teach students how to make their own puppets and use them. Descriptions on how to make various puppets are listed below:
a. Stick puppets can be made by mounting a picture on cardboard and laminating it. Glue a popsicle stick to the cardboard figure so that it can be held.
b. Paper bag puppets can be made from a small lunch bag. The folded bottom becomes the face. Draw face features and then insert hand into the bag. Manipulate the flap, the puppet's mouth, with the hand.
c. Stocking puppet can be made by sewing buttons for eyes, using yarn for mouth and hair, etc., to toe parts of the sock. Insert hand into sock and manipulate the heel of the sock which is puppet's mouth with the thumb.
d. Styrofoam balls can be used for making puppets by piercing a hole in the styrofoam ball to fit the finger. Decorate your ball with facial features and cover hand with material.

Students should first use the puppets to express themselves nonverbally. Then make a list of words in English and in the target language that the puppet players can use.

Students should write simple dialogues in the target language. Bilingual students could write a short story. This could be performed for other classes and for parent meetings.

17. Speaking Bulletin boards: Have students prepare an audio tape describing the various pictures on the bulletin board. Bilingual students could prepare the tape in the host nation language. Observers could then obtain a description of what is on the bulletin board by listening to the tape.

18. Bilingual Dictionary: Have each student prepare a bilingual dictionary which they can expand during the school year.

19. Dance: Students should research popular dances of former eras such as Minuet, Waltz, Tango, Tarantella, Sirtaki, etc. They should report on the origin of the dance. They can also research the various kinds of folk dances in their host nation country. A folk dancer or group of folk dancers might be invited to the school to teach students a typical folk dance of that area.

20. Shadow Play: This activity can be done by suspending a large white bedsheet so that it forms a screen between the audience and the actors and using one or two bright lights or overhead projector as a light source. Then tell the story or play the music while students act out a play in the back of the sheet. Only their shadows will be seen.

21. Pantomime: Students should study the art of pantomime. Divide the class into two teams. While one team performs on a given topic such as a ride on a bus, going to a doctor or dentist, purchasing items in the host nation community, the other team tries to guess what activity is illustrated.

22. Folktales: The folktale is a literary form older than any other and probably as old as language itself. It is an enduring part of the literature of all cultures. Storytellers of the past could probably be called historians. They preserved customs, attitudes, beliefs, and legends by telling and retelling folktales. These countless tales, each in numerous versions, have been handed down by word of mouth from generation to generation throughout the centuries. They have helped us understand people of other ages and how they fused imagination and language into a living art form. They are part of our rich literary heritage today. After viewing, reading, and listening to some folktales, discuss the following:

a. What is a folktale?
b. What is the purpose of these tales?
c. What do they have to say?
d. Do any of them try to teach a lesson? If so, what?
e. What do folktales tell about people and their past?
f. Compare several folktales from different countries and cultural groups.
g. Do they have anything in common? Explain.

23. Tune-a-Language: This is a pleasant way to analyze the sounds of various languages and also to discriminate between them. Bring a radio into the classroom. Tune in to an English-speaking station. Have students identify the language. Why do they understand it? Now tune the radio to a host nation station and ask students to identify the language being spoken? Which sounds or words do they recognize, if any? Are there students who understand the words spoken? How did they learn them? Try to tune the radio to a program using a third and possibly a fourth language and repeat the same question patterns. After listening to various programs, switch the dial from one station to another asking the class to identify the language as soon as they think they know.

TOPICS:

VII. Sports/leisure time
- A. Host nation sports
  - 1. National
  - 2. Local
    - a. Clubs
    - b. School
- B. Leisure time
  - 1. Type of activities
  - 2. Most popular
  - 3. Volunteer services

OBJECTIVES:

- o Participate in host nation sports and recreational activities.
- o Describe the similarities and differences between specific athletic activities as performed in the United States and the host nation.
- o Choose to belong to a host nation sports club.
- o Complete sample application forms for club membership in the host nation language.
- o Respond physically to directions given in the host nation language.
- o Interpret simple phrases and sentences in the host nation language.
- o Identify one's strength and limitations in using another language.
- o Assist in planning overnight study trips.
- o Identify leisure time activities of host nation students.
- o Choose to read in the host nation language.
- o Join in selected host nation leisure time activities.
- o Choose to participate in a host nation community project.
- o Plan a study trip to a host nation site.
- o Identify the needs for volunteer services in the host nation community.
- o Choose to volunteer services to host nation institutions.

James Pettus
Yokota High School
Japan

ACTIVITIES:

1. Sports: Mount a photograph of an action shot of some sporting event on a large poster. In the margins write the host nation names of the positions and functions of the players. Also write the names of the special uniforms and equipment the players are using. Do this for as many different host nation sports as can be found. Then display posters and make a presentation to the class.

2. The Rules of the Game: Have students select a popular American sport and pretend they are writing to a pen pal who lives in the host nation and reads only the host nation language. They need not write a regular letter, but should draw up a list of about 10-12 separate rules. They should explain different aspects of the game for each rule. The same can be done for a non-American sport.

3. Souvenirs: As students travel they may buy things which remind them of the host nation. Students should make a "treasure box" which could be brought to class periodically for "show and tell."

4. Welcome to Our Town: This project should be done very early in the school year or preferably at the end of a school year. The purpose is to gather information which will help "newcomers" to the school. The students can prepare a brochure which will list as many areas of interest in the host nation community as possible. They can include information about where to buy clothes, toys, stamps, coins; how to convert measurements; favorite restaurants; the use of local transportation; places to visit on weekends; norms of behavior; following certain kinds of customs; etc. Popular foods, important telephone numbers, a listing of museums, theaters to include entrance fees, and sports clubs with membership fees would be helpful. Students can work individually or in groups. They should gather all necessary data and prepare a brief presentation to the class to solicit additional information. The brochure should be illustrated with maps, photos, drawings, trade marks, etc.

5. Recreation: The class might do research about the major recreational facilities in the community and determine which groups are best and least served and why. Which agencies in the community are responsible for recreational services and describe their responsibilities? What types of recreation are provided in the recreation areas/facilities and for whom were the major types of recreation facilities constructed? Students might survey the local recreation officials to identify the most urgent community recreational needs and determine if there are any possibilities of future expansion. For whom were the major types of recreation facilities constructed? The groups who might be considered in the research are children, teenagers, young adults, middle-age persons, and retirees.

The class could also select a major recreation facility or park in the community to visit and answer the following questions:

a. Name the facility and describe its general use.
b. Who operates the facility?
c. Describe how adequately the facility park meets the needs of the people it serves.
d. Is visual access to the area adequate?

e. Does the area play a role in improving the aesthetic qualities of the community?

f. Is physical access for walking and/or driving to the park adequate?

g. Are the facilities and equipment adequate?

h. Is the facility designed for year-round service?

6. Games: Games and other leisure time activities provide excellent examples of how cultures developed certain distinctly different and similar group activities which are passed from generation to generation. What games do the U.S. students play? How did they learn them? Do they know any host nation games or have they observed any? How do host nation children learn them? Which ones are similar and which are different? Teach the class some simple host nation games, possibly requiring a simple host nation language vocabulary. The same type of approach can be used in learning about songs and dances which are typical of both cultures. If there is a partner school, plan a program of joint class participation with games, songs, and dances.

7. Use of Leisure Time: The students could make an investigation of the ways in which host nation families use their leisure time. They could compare this with how families from the United States use their leisure time. List examples of evening, weekend, and holiday activities. Have the students compare and discuss similarities and differences. Are there any leisure time activities which are acceptable in one culture but unacceptable in the other, e.g., working on Sunday, or washing the car on a religious holiday? Plan a study trip to have the students particpate in a host nation leisure time activity such as a Volksmarch.

8. Hobbies: Students could be asked to bring an example of their favorite hobby, toys, crafts objects, or stamp or coin collection to school and explain it to the class. They can also investigate host nation students' hobbies and find similarities and differences.

9. Help Needed: After having studied community services, students might find it rewarding to offer their services to "adopt" a grandparent in a senior citizen home or to choose to find playmates in orphanages. If the school plans to have a "special olympics for the handicapped," host nation students can be invited to participate and serve as assistants.

TOPICS:

VIII. Education
- A. Administration structure
  - 1. Elementary
  - 2. Secondary
- B. School year
  - 1. Length
  - 2. Holidays
- C. School day
  - 1. Length
  - 2. Subjects
  - 3. Grading system
  - 4. Dress codes
  - 5. Transportation
  - 6. Clubs

OBJECTIVES:

- o Identify specific facts about the host nation educational system.
- o Identify host nation terminology for selected topics.
- o Choose to participate in a host nation school exchange program.
- o Assist in organizing an exchange with a partner school.
- o Compare behavior of host nation youth to your own.
- o Assist in planning a study trip to a host nation site.
- o Describe similarities in child care practices between host nation and the United States.
- o Describe conditions of family life in the host nation.
- o Describe advantages of learning more than one language for personal growth.
- o Practice the host nation language with native speakers.
- o Answer simple questions in the host nation language.
- o Write a letter in the host nation language.
- o Choose to write in the host nation language.
- o Share responsibility for success of an intercultural encounter.

ACTIVITIES:

1. Host Nation School System: Using different media, students should collect data and learn facts about the following:
   a. Structure of the host nation school system.
   b. Define the functions of institutions connected with education.
   c. Private schools.
   d. Testing and grading system.
   e. Different types of diplomas and degrees.
   f. Host nation school calendar.

2. Study Trip to a Host Nation School: Make arrangements to visit a host nation school. Divide students in small groups and arrange for them to observe the activities of the host nation school students. Have them record their observations of the following:
   a. Student behavior
   b. Student participation
   c. Teacher techniques
   d. Classroom facilities
   e. Textbooks
   f. Subject taught

3. School Exchange Project: Students can assist in planning and organizing a school exchange with a host nation partner school. The students can be divided into committees to prepare information about their school for the partner school. The information they might include are:
   a. Facilities
   b. Entrance of the school
   c. The principal's office
   d. Secretary
   e. Other school personnel
   f. Classrooms
   f. Which kind of furniture
   h. Textbooks
   i. Daily schedule/weekly schedule
   j. Transportation of students
   k. Report cards
   l. Vacations
   m. Dress Code
   n. Clubs

4. Study Trip to Host Nation University: If a university is nearby, contact the university public relations office to make an appointment for a student briefing and orientation. During the study trip students should take notes regarding facilities, courses offered, yearly cost, grading system, attendance

requirements, and any special programs. After returning to the classroom, discussions can be conducted about what was observed and learned on the visit.

5. Weekend Exchanges: After coordinating visits with a partner school, find out how many students would be interested in spending a weekend with a host nation family and to reciprocate by inviting host nation students into their home.

6. Baby Sitting: Find information about child care by interviewing host nation staff and/or by writing to a host nation child care agency. Discuss and compare host nation procedures to those in the United States.

7. Family Live-Ins: After students have been given the opportunity to meet host nation students, some may be interested in starting an exchange by inviting a host nation student to stay in their home for several days or a week and to attend the American school. Host nation students might invite American students to their homes and schools for similar periods. Before such an exchange is planned, approval should be obtained from the principal.

Florentino Powell
Lily Hill Middle School
Philippines

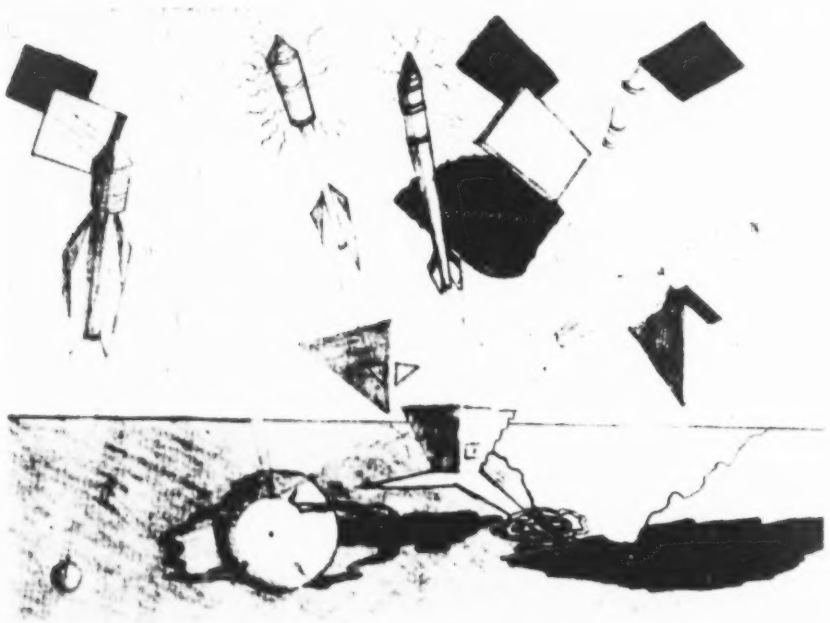
TOPICS:

IX. Current events
  A. Local
  B. National
  C. International

OBJECTIVES:

- Use various media to learn about current events in the host nation.
- Compare current events as reported by host nation and U.S. media.
- Report on host nation current events.
- Identify specific facts about the structure and function of the host nation government.
- Distinguish between biased and unbiased information.
- Extend reading vocabulary.
- Use bilingual dictionary.
- Use simple idiomatic expressions.
- Use decoding techniques.
- Demonstrate a willingness to learn another language.
- Use basic sentence patterns in the host nation language.

Shane Stewart
Makiminato Middle School
Okinawa



ACTIVITIES:

1. Current Events: Assign students the tasks of reviewing English language newspapers and magazines about items which include the host nation country, region, or local community. Students can look for headlines and articles in the host nation language newspapers and news magazines which refer to the same issue. If the class includes bilingual students with a good knowledge of the host language, they could report on the contents of the host nation language article. Students should try to identify differences of point of view, basis, and stereotype in both language reports.

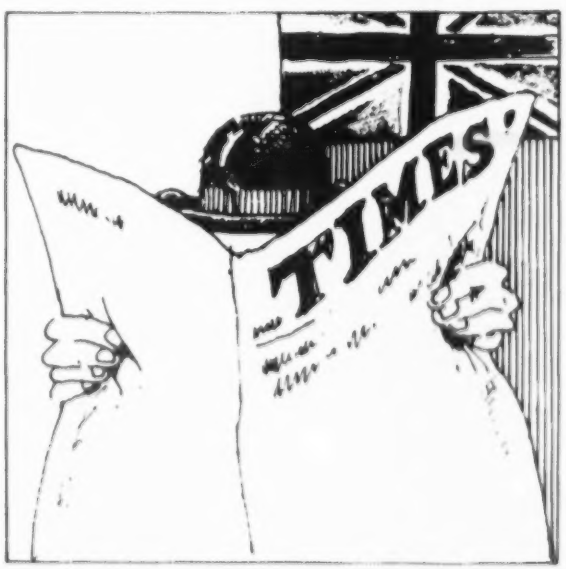
2. Role Play: If conflicting issues arise in current events, have students role play citizens of the host nation and the United States or another nation. In some cases it may be possible to organize debates.

3. Bulletin Boards: Reserve a section of a bulletin board to be devoted to current event items about the host nation. Students could be assigned the task of keeping the board up-to-date.

4. Media Center: Check with the media center to see if English language news magazine are available and if not, try to get subscriptions. If an appropriate host nation news magazine is available, attempt to get a subscription to that also.

5. Host Nation Language Dictionary: Develop a host nation language word list or dictionary of common current event terms. Add to the list each time a new word is found.

6. Time Line: Have students develop a host nation current event time line. This could be maintained for the whole year so that students could watch how particular issues continue in the news and others do not. At the end of the year they might try to predict what historians might write about that year.



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